DOCUMENT RESUME

ED 081 411 JC 730 195

TITLE	Community College Faculty Development.
INSTITUTION	California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	73
NOTE	23p.; Brief prepared for the American Association of Community and Junior Colleges 1973 Assembly: "New Staff for New Students" (Warrenton, Virginia, November 29-December 1, 1973)
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Bibliographies; *College Faculty; *Community Colleges; Higher Education; Inservice Teacher Education; *Junior Colleges; Post Secondary Education; Preservice Education; *Student Teacher Relationship; *Teacher Education

ABSTRACT

This review offers an overview of community and junior college teacher preparation, emphasizing special and different types of programs that have been operated or proposed. The types of programs discussed are preservice teacher education programs, in-service training and programs, and programs to prepare teachers to work with the disadvantaged student. The bibliography for the review is comprised of pertinent ERIC documents (1966 to present), books, and journal articles. (DB)

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COMMUNITY COLLEGE FACULTY DEVELOPMENT

A Brief

prepared for the

American Association of Community and Junior Colleges

1973 Assembly: "New Staff for New Students"

November 29 to December 1, 1973

Warrenton, Virginia

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the American Association of Community and Junior Colleges for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the American Association of Community and Junior Colleges or the National Institute of Education.

JC 730 195

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INTRODUCTION

Every developing profession exhibits a similar tendency: as the profession gains public attention and stature, demands for increased training of its members are heard. Dissatisfaction with pre-existing training patterns is expressed and proposals for new sequences are made. As a growing specialization within a larger profession, community/junior college teaching reveals this proclivity with the current concern for better preparation sequences revealed in the theme of the 1973 Assembly of the American Association of Community and Junior Colleges, "New Staff for New Students."

This review offers an overview of community and junior college teacher preparation, emphasizing special and different types of programs that have been operated or proposed. Some of the programs described here are no longer functioning, having been terminated because funding ran out or because they filled the special need for which they were designed. Others have been modified substantially because of changed conditions in the institutions they served or because of modified perceptions of their directors. Nevertheless it is useful to review these programs altogether for what they reveal about the current and historical status of staff development.

The bibliography for this review was generated by a search of the ERIC documents and by perusing certain books and journals. Although the search upon which the bibliography is based covered the complete ERIC file (1966 to present), this Brief is not meant to be exhaustive but rather to present the pertinent items on various aspects of the topic.

The ERIC Documents (ED numbers) listed are available on Microfiche (MF) or in Paper Copy (PC) from the ERIC Document Reproduction Service, P.O. Drawer O, Bethesda, Md. 20014. MF prices are $.65 per document regardless of size; PCs cost $3.29 per units of 100 pages or less. Payment must accompany orders totaling less than $10.00; a handling charge is not required.

Staff development for administrative and counseling positions is not included in this Brief. Bibliographic reviews of these topics will be undertaken by the ERIC Clearinghouse for Junior Colleges staff on request of any agency or group.

In General. Specialized training for teaching in junior colleges has a relatively short history. In one of the most thorough reviews of the history of junior college teacher preparation programs, Prihoda (1972) points out that the first public junior colleges materialized as extensions of high schools, so, the faculties were essentially

high school teachers. No distinct junior college teacher preparation pedagogy was offered by universities until the 1920's. As recently as the 30's and 40's, junior college leaders argued that the liberal arts colleges, state colleges and universities should separate high school from junior college teacher preparation. Nevertheless, not many specific training sequences or even isolated courses have resulted. In a recent article, Brawer (1973) summarized the pattern of two-year college teacher preparation up to the 1960's. These were: (1) a college degree and experience teaching in secondary school; (2) a Master's degree in a traditional academic program; and (3) for vocational-technical programs, experience in a specific occupation with possibly a little training in pedagogy.

The era of the 1960's brought great changes for the community-junior college movement as the number of colleges grew and enrollments rose sharply. Because they were less prestigious and offered lower salaries than the major universities, the two-year colleges at first experienced great difficulty in finding qualified instructors. Great numbers of instructors were hired who had little understanding of community college purposes, especially the responsibilities for open admissions and community services. Again demands were heard for programs at the undergraduate and graduate level which would prepare instructors to teach in two-year institutions. The American Association of Junior Colleges led the way in making such recommendations, and the president, Edmund Gleazer, repeatedly drew attention to the problem, as in his book, This Is the Community College (1968).

The result of the need and concern was that programs designed especially to prepare junior college teachers increased markedly. Reviewing the developments in teacher training, Cohen and Brawer (1972), noted that in 1954 only 23 universities or four-year colleges offered so much as one course on the junior college. By 1968, approximately 75 institutions offered not only single courses, but, whole sequences for junior college staff preparation. The growth was spurred by the passage of the Education Professions Development Act (EPDA) in 1968, and by 1970, more than 200 colleges and universities indicated interest in establishing new programs.

Many recommendations appeared concerning the new programs. Park (1971) focused on the need for active cooperation between university-based researchers and professors and junior college administrators to provide the research and programs necessary for the sound preparation of junior college teachers. Another review of the problem of junior college teacher training was made at a conference held in 1971 and reported by Bogart (1971). In addition to looking at the implications for teacher training of future manpower needs, an effort was made to define the characteristics of the competent teacher.

At the same time, as concern for better preparation for junior college teachers began to produce some results, some two-year

college leaders realized that training on the job was also necessary. Orientation programs, in-service training throughout the year on campus, and summer institutes and workshops for faculty up-grading began to appear throughout the country. This trend toward in-service was given particular impetus by the report of the National Advisory Council of Education Professions Development (1971), entitled People for the People's College. This landmark study drew together all the developments in both pre- and in-service training, and related them to enrollment trends forecast for the 70's and beyond. Two conditions in two-year colleges having special bearing for teacher preparation were noted. First, enrollments will begin to taper off in most community colleges which means that fewer and fewer new teachers will be hired. Second, serving the needs of the variety of students in community colleges--academically and economically disadvantaged, minorities, occupational and career-oriented students, as well as the traditional transfer students--will require special preparation and in-service training efforts. Thus, People for the People's College has butressed the need for special pre-service preparation for two-year college teachers as well as documented the expanding number of options available for colleges to use for in-service.

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PRESERVICE TEACHER EDUCATION PROGRAMS

Since no single institution carries responsibility for preparing junior college teachers, these programs have been established in a variety of ways. Some, such as the Midwest Technical Education Program, result from plans formulated by state agencies. This program, funded by the Ford Foundation, includes intern teaching, observation of master teaching methods, orientation to student personnel services, field experiences, course work, case studies and seminars (Midwest, 1967). Other programs grow out of consortia of colleges working with universities. Eastern Washington State College has developed a method of inter-institutional exchange with on-campus internships and summer workshops that provide training and guidelines for its participants (Gordon and Whitfield, 1967).

For the most part, however, preservice programs are developed at, and operated out of, four-year college or university schools of education. The report of a survey conducted by Smolich (1971) of 82 colleges' schools of education provides a list of colleges and universities offering professional education courses and programs relating to the two-year college, and a list of individuals associated with these programs.

Although most preservice teacher preparation courses have similar course and practice elements, the brief description of several such programs will illustrate the various forms that they can take.

A program at the University of California at Los Angeles emphasizes the specification of objectives and the use of criterion-referenced testing procedures. Students develop courses that will fit into the total curricular pattern of the junior college and be understandable to their students, hence maximizing learning. In the monograph Focus on Learning (1968), Cohen and Brawer provide a detailed description of the program.

At Florida Atlantic University (1969), a two-year sequence of four interdisciplinary education courses helps students achieve a feeling of adequacy as educators and to acquire the necessary background and skills for problem-solving in teaching. Important features of the program include independent reading and self-testing, video-tape viewing, instruction by teaching teams, small group discussions and laboratory experience as a teacher aide.

The Berkeley Junior College Leadership Program's cooperative internship program is an innovation in teacher preparation designed by a joint junior college-university planning team (University of California, 1969). The program was designed to experiment with new approaches to the preparation of instructors. Although the interns would be involved in the instruction of the

whole range of junior college students, special attention would be given to working with the disadvantaged.

A two-part internship program was developed at William Rainey Harper (Junior) College in Illinois to provide adequate preparation of business education teachers (Birkholz, 1969). In the first part of the program, each intern takes a course relating to the junior college and business education. As part of this course, he forms an outline for the course he will teach during the second part of his internship. Weekly seminars focus on the philosophy and problems of the junior college, and, on completion of the program, the interns are prepared to develop satisfactory instructional objectives in course design as well as select and use a variety of instructional materials.

The development of another preservice program designed by a junior college is described in a report from Burlington County College (1972). The program was revised several times over a three-year period and this chronological record of its development may be a helpful resource to colleges wishing to develop similar programs.

Alternative Approaches. Special degree programs in college teaching ordinarily include the equivalent of a master's degree in an academic subject, three or four education courses, some practice teaching, and a written curriculum project. These degrees carry such titles as "Doctor of Arts in College Teaching," and graduates of these programs are considered to be qualified to teach in two-year colleges. By the end of the 1960s nearly 100 graduate institutions either had such programs or were actively establishing them (National Faculty Association, 1968; University of Miami, 1969).

The Doctor of Arts degree has many supporters as a solution to the problem of teacher preparation. The degree, emphasizing an interdisciplinary approach, often includes a period of full-time teaching in a junior college instead of a dissertation (Stratton, 1969). The merits of this new degree are reviewed in the proceedings of a conference held at Arizona State University (Bogart, 1971).

Within the past few years, there has also been increased interest in new educational structures to deal with the preparation of junior college teachers. Singer (1968), for example, has suggested a separate institute organized and staffed by junior college personnel. This institute would provide future instructors with an understanding of the philosophy and role of the community/junior college. The degrees offered by such an institute, such as the Master of Arts in Teaching, would vary from those found in typical master's degree programs.

The results of a nationwide study of junior college teacher preparation programs led to the recommendation for the

establishment of "Master's College units" (Cohen, E., 1970). These semi-autonomous parts of existing institutions would be staffed and operated by experienced junior college personnel. Graduates would be prepared to teach general studies, academic disciplines, or occupational subjects singly or in combination.

Heinrich (1971) describes a center designed by the Kansas State Teachers College to prepare community college teachers, administrators, counselors, service staff and support personnel. The center, proposed as a cooperative effort of KSTC staff and community college personnel, would also provide for cooperative in-service education activities.

In 1969 the Research Division of the U.S. Office of Education supported the development of a model for a "Masters College" which is a combined four-year undergraduate and graduate program that integrates the last two years of college with professional preparation at the Master's level for training junior college teachers. One outcome of this effort was two workshops on "Teaching and Learning for Educationally Disadvantaged Students," which explored the possibility of initiating Masters colleges in the geographic areas represented by the participants. The conclusions and recommendations from the workshops (Chicago City College, 1972) have relevance to the preparation of all junior college teachers.

A report by Dawson (1971) documents findings regarding the merits of the Masters college plan, its viability and prospects for funding, and the establishment, location, and operation of Masters college centers.

Preparing Teachers in Special Subject Areas. Specialized programs for preparing teachers in particular subject areas has received considerable attention. Several academic disciplinary associations have conducted their own surveys to determine the types of preparation the instructors in their subject field have had or need. The Advisory Council on College Chemistry polled administrators and faculty in Chemistry departments to learn their feelings about specialized training programs (Mooney and Brasted, 1969). Among the recommendations of the administrators and faculty was the establishment of special master's degree programs for junior college chemistry instructors.

In a survey of English and Mathematics department chairmen in four-year institutions, Tolle (1970) found that nearly 50% of the chairmen advocated the development of masters programs at their institutions to prepare junior college teachers of these subjects. A considerably smaller percentage of these institutions actually had such programs.

The failure of junior college reading programs may, at least in part, be attributed to inadequately trained and/or unenthusiastic teachers. As a solution, Kazmierski (1971) recommends the establishment of realistic training programs at the master's and doctoral level.

Concern that the current and projected shortage of qualified industrial education teachers is a threat to the continued growth of technical programs in two-year colleges prompted a study of teacher preparation programs in six states (Feirer and Lindbeck, 1970). As a result, two preparation programs emphasizing the interface between junior colleges and senior institutions were developed concurrently. These programs would assist junior college students who wished to become industrial education teachers.

Numerous other programs to meet this demand for specialized training are described in the literature. A conference on the preparation of junior college English teachers has been reported by Sigworth and others (1969). Masters degree programs begun at three universities in the fall of 1969 are described.

The second part of Tolle's (1970) report presents the results of an investigation of the occupational instructor preparation project at Southern Illinois University. Program entrance requirements, goals and objectives, and financial aid to students are discussed.

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IN-SERVICE TRAINING AND PROGRAMS

In recent years, the number of articles and papers on in-service training for community college faculty has increased rapidly. College leaders have come to realize that whether or not a faculty has received pre-service education, some form of orientation to a campus and continued professional refreshment and improvement is necessary.

In-service programs have resulted both from faculty request and from the realization by college leaders that in-service education might contribute to improvement of instruction. The American Association of Junior Colleges has also placed a great deal of emphasis on in-service in its programs and conferences. In an AAJC sponsored study, Garrison (1967) reported on faculty attitudes based on informal interviews with over 650 junior college instructors. He found that faculty were keenly aware of their need for professional up-grading and refreshment.

As part of its Faculty Development Program, AAJC surveyed administrators of community colleges across the country to discover what in-service and other job-related programs existed to help working teachers (American Association of Junior Colleges, 1969). The major observation of the report was that in-service programs were not common in two-year colleges, and administrators disagreed on what forms in-service education should take. A companion publication to the survey is a directory of in-service programs in AAJC member institutions (Gladstone, 1969). Because of the apparent increasing concern about in-service education it would be interesting to see if present surveys would show an increase in the number of programs established since 1969.

In-service education includes a wide variety of programs and activities, both on and off-campus for teachers. Some in-service efforts are designed for new instructors only; others are for returning faculty and occur throughout the school year; and a few programs are designed for all teachers during sabbaticals and summers. Orientation programs are probably the most commonly used form of in-service education conducted by colleges. Kelly and Connolly (1970) looked at orientation programs at colleges in California, Michigan and New York and developed a model for future programs which includes a discussion of goals, planning, duration, actual conduct, and evaluation. Another useful document for planning and designing orientation programs is by Jensen (1969).

Collins (1971) proposes his own model for introducing new faculty to a college. Centered around an internship, the author suggests that first year teachers spend an intensive month in pre-service training under the direction of a professional development officer. A light teaching load the first semester then allows them time for extensive in-service training with a master teacher, gradually increasing teaching responsibilities thereafter.

Collins is not the only one to see the need for a professional instructional development person to assist faculty in-service education. Some colleges have lured such a specialist as a full-time member of the staff while others have brought them in as consultants for special programs. Tiemann (1971) reports on a six-week institute at the University of Texas at Austin, designed to prepare selected professional personnel from developing community colleges to serve as institutional instructional developers. Participants rated the institute as very useful.

While in-service education is usually sponsored by one college for its own instructors, the programs may be assisted by other educational agencies and institutions. One example of cooperation by a four-year college in a community college faculty development program is Freed-Hardeman College working with George Peabody College (Rogers, 1971). The program consisted of summer and extended study leaves, faculty travel to professional meetings, interinstitutional visits by faculty members of the two institutions and consultation by visiting scholars and specialists. In Florida, the State Department of Education makes funds available for staff and program development at the public community colleges. Some of the activities undertaken with this encouragement are described in a document, Staff and Program Development in Florida's Community Junior Colleges, 1969-70, 1970-71 (Florida State Department of Education, 1972). AAJC also has assisted colleges developing faculty in-service training programs with conferences and consultants as part of their 1969-70 program with Developing Institutions (American Association of Junior Colleges, 1970). Another example of state aid for faculty in-service education is provided by the New York State Education Office, Bureau of In-Service Education, which sponsored summer institutes and follow-up programs for faculty working with minority group students (City University of New York, 1972).

Improvement of instruction resulting from faculty development can, of course, occur from many efforts of administrators and faculty on campuses. Cohen and Brawer (1972) maintain that a program of faculty evaluation can play an important role in the professional growth of instructors. Miami-Dade Junior College-North has set up an Office of Staff and Organization Development which is responsible for coordinating the professional growth of the entire staff. Describing some of the assumptions of the staff of the office, Zion and Sutton (1973) stress that staff development programs must be well planned, coordinated and integrated efforts with evaluation criteria built in to the plan.

One recommendation which has come out of the most successful programs is that teachers must be included in the planning of in-service efforts. Zion and Sutton (1973) noted that programs of faculty development designed by administrators for faculty run the risk of being resisted and ignored. One faculty request has been for programs which help instructors discuss some of their basic attitudes about teaching as well as programs which show them how to use new techniques of instruction. In response to this expressed need, Ohlone Community College (California) offered a unique kind

of in-service education program. Based on a concept of peer teaching, teacher situations were videotaped and replayed for group critique. Group discussion dealt with relationships with students, communication, instructional strategies, content, and the self-concept of the instructor. The project was judged successful by the participants, who became more aware of their own teaching and more self-critical of classroom work (Case and McCallum, 1971).

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WILLIAM RAINEY HARPER COLLEGE. Faculty Orientation for a New Community College. Palatine, Ill., 1967, 105p. (ED 020 717)

A description of the 3 week orientation program for faculty held before the opening of classes in the first semester of operation. Includes information on the college history, policy manual, community services, governance, course planning and instructional equipment.

NEW TEACHERS FOR NEW STUDENTS

A summary of the report issued by the President's National Advisory Council on Education Professions Development, states that the most potent and creative staff available will be required to meet the demands placed on the community college by society (O'Banion, 1972). Community/junior college faculty must have the interest and background to relate to the "new" students entering higher education (Medsker and Tillery, 1971). They must have a strong commitment to the education of students who come from low income backgrounds with less than average ability. For, according to Moore (1970), teachers of remedial students are, by and large, self-taught--their jobs have been without description, structure, theory, or methodology. Teachers assigned to remedial classes often have neither the desire nor the temperament to work with these students. Cohen and Brawer (1972) contend that teacher training programs should select students who represent a cross-section of our society. This contention is based on the assumption that the community college's diversity of students requires a comparable variety of teachers.

Schoenbeck (1970) suggests that preparation for teachers of the culturally deprived should include anatomy and physiology, psychology, elementary reading, diagnostic testing and interpretation, remedial techniques and a sociological background sufficient to deal with students from a variety of environments. Similar recommendations are made by Carter and McGinnis (1969) in their report on the preparation of junior college reading therapists.

Various training programs to prepare teachers to work with the disadvantaged are reported in the literature. Rosen (1971) reports on a training program developed by the School of Social Work at the University of Hawaii that included a four-day "live-in" experience to provide the intimate contact necessary to develop positive attitudes toward low-income and minority students. Another program at that institution combines seminars on the effects of deprivation on learning with actual teaching experiences (University of Hawaii, 1970).

A one-week sensitivity seminar reported by Berbert (1971) helped community college faculty in Kansas to develop greater awareness and feeling toward the environment, attitudes, problems, and life styles of college students from various ethnic, racial, and sub- or counter-culture minority groups. Another short-term program has been reported by DeNevi (1970). Teachers of disadvantaged students from urban ghettos participated in a summer institute designed to familiarize them with life in six San Francisco slums. This institute can be used as a model for training teachers for other inner-city junior colleges.

A two-week summer institute and a one-semester follow-up for junior college engineering faculty working with disadvantaged youth has been described by Brodsky (1971). Descriptions of the program content and the teaching methods and materials used, as well as the

methods of program evaluation, are included in the report along with suggested modifications for subsequent institutes. The results of the next year's summer institute and follow-up is given in a report from the City University of New York (1972).

PROBLEMS AND ISSUES

These programs reflect the dissatisfaction felt by many administrator and faculty groups regarding traditional preparation for untraditional tasks. They are attempts to do something to change the pre-existing pattern and, as such, exhibit some success. Nevertheless they are too scattered to warrant calling them a trend or a wave. The majority of new community college instructors still come through old programs modeled on those used to prepare secondary school instructors. Too, new programs and old suffer from the same difficulties. As Trent and Cohen (1972) point out, they are rarely based on theory, rarely evaluated, rarely supported or rejected on their own merits.

Many questions that should be raised are conspicuous by their absence from the literature. Is a concentrated national effort to reform junior college teacher preparation--pre- and in-service--feasible in an era of low growth? What effect will stronger teacher unions and associations have on preparation and certification? Should we ignore preparation per se altogether and concentrate on modifying the reward/reinforcement patterns in the colleges as a way of changing teacher behavior? Perhaps the Assembly will grapple with these and other crucial questions and add to the store of knowledge about staff development.

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